Indiana Career Council Pathways Taskforce Developing Pathways Discussion

September 29, 2014

The Goal



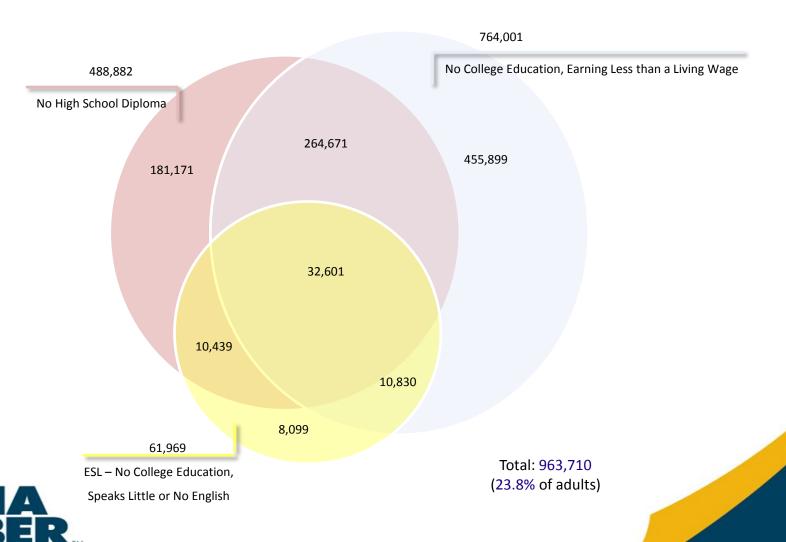
By 2025...

60% of Indiana's workforce will have the postsecondary knowledge, skills, and credentials demanded by Indiana's economy

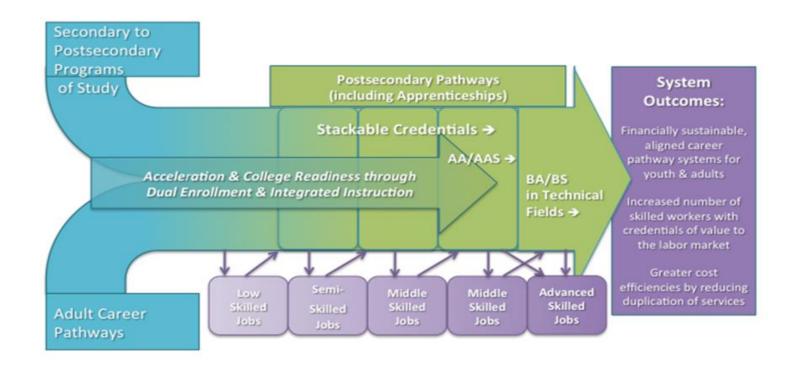


Adults In Need of Adult Education and Training (Ages 18-64), 2010

LEADING BUSINESS | ADVANCING INDIANA



USDOE Definition of Career Pathway



Indiana Career Clusters 2013 - 2014 and beyond

Agriculture

Agribusiness Life Sciences Horticulture

Architecture & Construction

Construction Trades Facilities Management Drafting & Design

Arts, AV & Communications

Digital Communications
Visual Arts

Business, Finance & Marketing

Finance & Accounting Entrepreneurship Marketing

Education & Training

Early Childhood Education Education Careers

Health Science

Biomedical Health Care Specialties Nursing Dental

Hospitality & Human Services

Culinary Arts Hospitality Human & Social Services Cosmetology

Information Technology

Programming Network Support

Manufacturing & Logistics

Advanced Manufacturing Electronics Logistics Machining Welding

Public Safety

Criminal Justice

EMT/Paramedics

Fire & Rescue

STEM

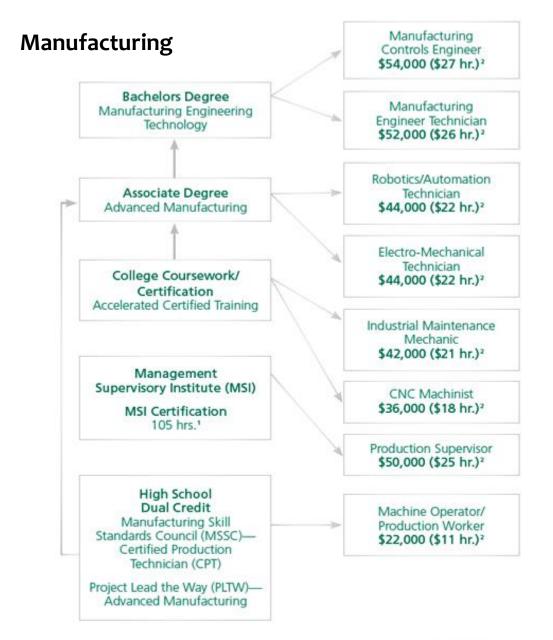
Technical & Professional
Careers integrating
Engineering Technology
Science Mathematics

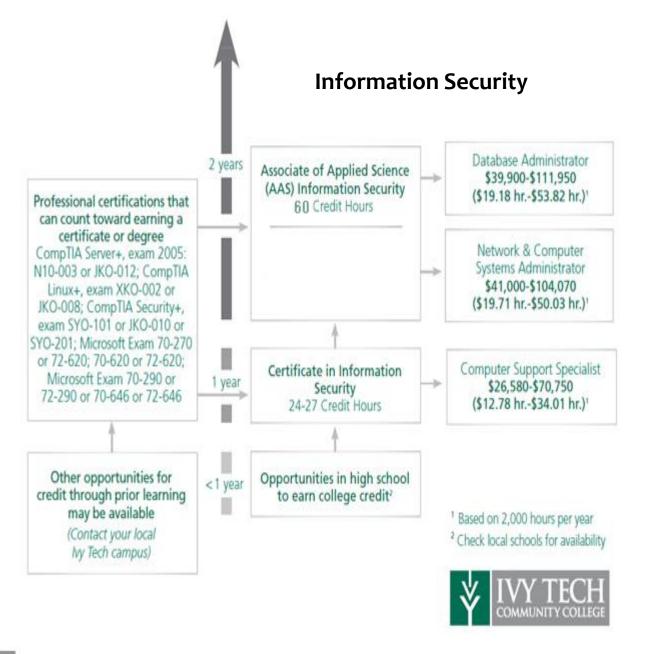
Transportation

Automotive Diesel
Collision Repair Aviation
Mobile Equipment
Tractor Trailer



	Framework: WorkINdia	na Career Certifications
***/**	Industry Sectors	Certifications
* **		Certified Nurse Aide (CNA)
		Emergency Medical Technician (EMT-B)
BUILDING SKILLS FOR SUCCESS		Dental Assistant with Limited Radiography License (LRC)
}}		Home Health Aide (HHA)
	Health Care	Medical Assistant (CCMA†)
Contraction of the contraction o		Medical Coder (CPC)
		Patient Access (CHAA)
		Pharmacy Technician (C.Ph.T.)
		Phlebotomy Technician (CPT [†] or PBT [†])
		Computer Support Specialist (CompTIA A+ or with CompTIA Security+ or
	nformation Technology	Network+†)
		Electronics Technician (EST or CET)
Business Administration & Support		Administration Assistant (IC3 or MOS)
		Bookkeeper (QuickBooks†)
		Customer Service/Technical Support Representative (TSIA CSP-1†)
		CNC Machine Operator (CNC)
		Entry Welder (AWS)
۵ ـ ۵	vanced Manufacturing	Electronics Technician (CETa)
Au	vanced Manufacturing	Heating and Cooling Technician (EPA 608)
		Production Worker (MSSC CPT)
		Underground/Surface Coal Mining (MSHA 5023)
		Automotive Service Technician (ASE)
		Laborers and Material Movers (MSSC CLA)
Transportation and Logistics		Laborers and Material Movers + Forklift Driving (MSSC CLA+)
		Truck Driver, Heavy and Tractor Trailer (CDL-A)
		Truck Driver, Light and Tractor Trailer (CDL-B)
	Hospitality	Hospitality Staff (START)







¹ Approximate number of contact hours of training required to earn certification.

²Based on 2,000 hours per year.

Key Components in Developing a Career Pathway System

- * Build Interagency Partnerships
- * Identify Sector or Industry and Engage Employers
- * Providing Education and Training Programs
- * Identifying Funding Needs and Resources
- * Align Policies and Programs
- * Measure System Change and Evaluate Performace
- * Public Relations and Ongoing Communication.

Identifying Sectors

Promising Practices

- Sector Strategies Taskforce and Determination of Priority Sectors
- Regional Inflection
 - * Works Council Structure
 - * Action Plans
 - * Demand/Supply Analysis

Opportunities

* Determination of Priority Sectors

Indiana Works Councils

- Appointments announced September 18, 2013
- Industry/business leaders represent at least half of Councils
- Other appointees: secondary, postsecondary, economic development, workforce development and community partners







D R A F

Project Overview Step **Focus Phase in Process** Presents data on 96 professional and technical occupations using four key variables: level of 1) Job Demand Phase 1 demand; earning potential; share of total jobs and projected growth. Reviews student enrollment and completion data at the secondary level (9-12 career and technical 2) Talent Supply Phase 1 education [CTE]) and the post secondary level (sub-baccalaureate, baccalaureate and graduate). Works Council uses these data and its local 3) Occupations understanding and priorities to select a priority list Phase 2A of occupations for further analysis of demand-Selected supply alignment. Aligns data produced on demand across key 4) Demand/Supply occupational areas with data on credential output Phase 2B Alignment from postsecondary institutions in the region.



SELECTION PROCESS FOR ANALYSIS OF DEMAND SUPPLY ALIGNMENT

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F

There are 96 occupational groups that categorize all workers and professions in the economy.

96 Occupations in Regional Economy

FutureWorks has presented the Works Council with data on level of demand, earning potential, number of total jobs, and education typically required for each occupational group. The Works Council will use these data and its local understanding and priorities to select a priority list of occupations for further analysis of demand-supply alignment.

Works Council
Selection of
Priorities

FutureWorks will partner with the Works Council and provide a deeper analysis that depicts the alignment of demand for workers and the supply of talent being produced in the region Demand-Supply
Analysis of
Priority
Occupations



Overview of Demand

TARGETED INDUSTRY SECTOR LIST FOR CENTRAL INDIANA

Industry sector targets identified in the region include:

- Healthcare,
- Manufacturing (including defense and advance manufacturing),
- Information technology,
- Finance and insurance,
- Life sciences,
- Alternative energy, and
- Transportation, distribution and logistics.

Occupations not closely tied to these industry targets are included in "Other" occupation group tables.

LIVING WAGE IN CENTRAL INDIANA

The living wage is the hourly rate that an individual must earn to support A family of four (two adults, two children), if they are the sole provider and are working full-time (2080 hours per year). The livable wage in Central Indiana ranges from:

\$17.77/hour to \$18.33/hour.



MANUFACTURING						
Occupational Group	Demand 2013	Average Hourly Wage 2012	Total Jobs in Economy 2013	Postsecondary Education Required 2012		
Sales Representatives, Wholesale and Manufacturing	2,735	\$33.67	13,788	79%		
Other Installation, Maintenance, and Repair Occupations	1,607	\$19.64	18,415	44%		
Other Production Occupations	989	\$15.09	18,205	34%		
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	696	\$19.97	11,032	38%		
Metal Workers and Plastic Workers	552	\$18.13	15,412	34%		
Electrical and Electronic Equipment Mechanics, Installers, and Repairers	427	\$23.51	4,260	67%		
Assemblers and Fabricators	368	\$14.78	14,488	33%		
Supervisors of Production Workers	334	\$27.38	4,388	51%		
Drafters, Engineering Technicians, and Mapping Technicians	288	\$26.24	3,773	77%		
Supervisors of Installation, Maintenance, and Repair Workers	212	\$28.58	3,179	58%		



MANUFACTURING (continued)								
Occupational Group	Demand 2013	Average Hourly Wage 2012	Total Jobs in Economy 2013	Postsecondary Education Required 2012				
Food Processing Workers	202	\$13.08	2,731	26%				
Textile, Apparel, and Furnishings Workers	146	\$11.36	2,995	23%				
Printing Workers and Related	97	\$15.69	2,280	41%				
Plant and System Operators	88	\$25.24	1,976	56%				
Woodworkers	48	\$14.33	1,060	28%				



MANUFACTURING							
Occupational Group	Demand 2013	Average Hourly Wage 2012	Total Jobs in Economy 2013	Postsecondary Education Required 2012			
Other Installation, Maintenance, and Repair Occupations	217	\$19.73	2,398	44%			
Metal Workers and Plastic Workers	170	\$17.45	2,645	34%			
Other Production Occupations	161	\$15.16	3,057	34%			
Sales Representatives, Wholesale and Manufacturing	146	\$28.91	1,088	79%			
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	99	\$17.85	1,592	38%			
Assemblers and Fabricators	86	\$17.89	2,645	33%			
Supervisors of Production Workers	52	\$25.74	835	51%			
Electrical and Electronic Equipment Mechanics, Installers, and Repairers	51	\$23.89	427	67%			
Food Processing Workers	31	\$11.87	721	26%			
Supervisors of Installation, Maintenance, and Repair Workers	27	\$30.55	385	58%			
Textile, Apparel, and Furnishings Workers	21	\$10.79	295	23%			



MANUFACTURING						
Occupational Group	Demand 2013	Average Hourly Wage 2012	Total Jobs in Economy 2013	Postsecondary Education Required 2012		
Sales Representatives, Wholesale and Manufacturing	871	\$29.06	4,914	79%		
Engineers	816	\$34.38	3,326	96%		
Other Installation, Maintenance, and Repair Occupations	604	\$18.57	8,394	44%		
Other Production Occupations	500	\$14.08	13,256	34%		
Metal Workers and Plastic Workers	469	\$16.57	17,600	34%		
Assemblers and Fabricators	294	\$14.65	14,857	33%		
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	264	\$17.22	4,174	38%		
Supervisors of Production Workers	221	\$24.53	3,236	51%		
Electrical and Electronic Equipment Mechanics, Installers, and Repairers	174	\$22.23	1,284	67%		
Drafters, Engineering Technicians, and Mapping Technicians	113	\$22.83	1,376	77%		
Supervisors of Installation, Maintenance, and Repair Workers	107	\$28.06	1,196	58%		
Textile, Apparel, and Furnishings Workers	80	\$10.97	2,230	23%		
Food Processing Workers	68	\$13.64	1,701	26%		



MANUFACTURING (continued)						
Occupational Group	Demand 2013	Average Hourly Wage 2012	Total Jobs in Economy 2013	Postsecondary Education Required 2012		
Printing Workers and Related	48	\$15.59	1,453	41%		
Woodworkers	43	\$14.20	1,388	28%		
Life, Physical, and Social Science Technicians	41	\$23.44	479	79%		
Life Scientists	38	\$52.19	192	100%		
Physical Scientists	29	\$42.71	277	100%		
Plant and System Operators	28	\$20.60	604	56%		

Providing Education and Training Programs

Promising Practices

- DOE College and Career Pathways Plan
- * Excel Center Model
- * WorkINdiana
- * Assessment Usage
 - * Indiana Career Explorer
 - Worldwide Interactive Network
 - * Accuplacer
- * WIA Eligible Training Provider List

Opportunities

- Engagement of FSSA
- * Clear articulation for adults
- * Acceleration while maintaining rigor
- * Work-based learning and more employer engagement

Indiana College and Career Pathway Plan – State Model

Cluster: Manufacturing Pathway:

Core 40 with Honors High School Graduation Plan*

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies		eparation Courses s Pathway	Other Elective for this Pa	
×.	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers;		Digital Citizenship, Personal Financial Responsibility	World Language
SECONDARY	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization				World Language
	11	English 11	Algebra II	3 rd Core 40 Science	US History				World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics				Fine Arts

State specified Pathway Assessment:

Industry Recognized Certification:

Postsecondary Courses Aligned for Potential Dual Credit** **See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives				
Ivy Tech Community College	Vincennes University			

^{*}This is a SAMPLE plan for schools to use in planning. Course sequences and grade level in which courses are offered may vary according to local policies, practices and resources.

Indiana College and Career Pathway Plan – State Model

Cluster: Manufacturing

Career Pathway: Engineering/Engineering Technology

Core 40 with Honors High School Graduation Plan*

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective for this Pa	
.ن	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	**Introduction to Engineering Design	Preparing for College & Careers;	Digital Citizenship; Personal Financial Responsibility	
SECONDARY	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	**Principles of Engineering		Fine Arts	World Language
SE	11	English 11	Algebra II	3 rd Core 40 Science	US History	Civil Engineering & Architecture;	the following courses: Computer Integrated Manufacturing; Engineering; Aerospace Engineering		World Language
	12	English 12	Math or Quantitative Reasoning	4 504	Government Economics	Engineering Design and Development			World Language

State specified Pathway Assessments: ECAs from National PLTW

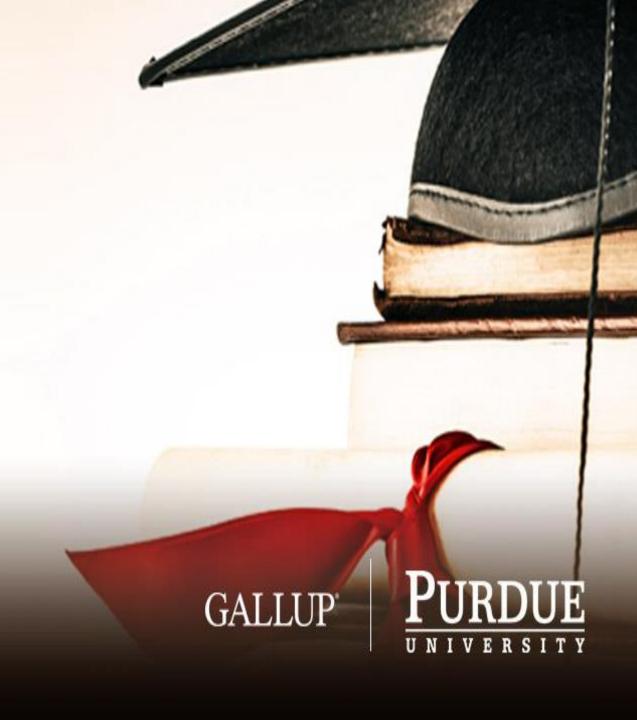
Industry Recognized Certification: Autodesk Inventor Certified User, Autodesk Inventor Certified Associate, Autodesk Inventor Certified Professional

Postsecondary Courses Aligned for Potential Dual Credit** **See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives					
Ivy Tech Vincennes University					
 ADMF 103 – Graphic Communications for Manufacturing OR DESN 102 - Technical Graphics ADMF 115 Materials & Processes for Manufacturing ADMF 113 – Electrical & Processes for Manufacturing ADMF 116 – Automation & Robotics in Manufacturing I DESN 105 – Architectural Design I 	 ELEC 130 - Digital Logic I CIMT 125/ 125L - Intro to Robotics/ Automation with Lab ARCH 221 - Advanced Architectural Software Applications 				

^{*}This is a SAMPLE plan for schools to use in planning. Course sequences and grade level in which courses are offered may vary according to local policies, practices and resources.

Great JOBS Great LIVES



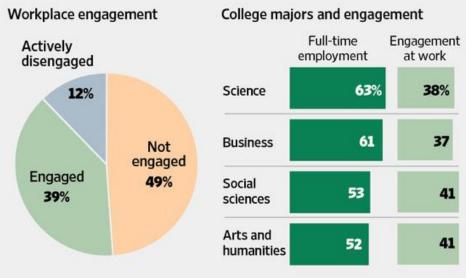


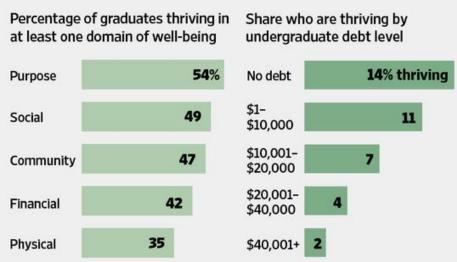
"Chief among these [findings] is that where graduates went to college — public or private, small or large, very selective or not selective — hardly matters at all to their current well-being and their work lives in comparison to their experiences in college."

"When it comes to finding the secret to success, it's not "where you go," it's "how you do it" that makes all the difference in higher education."

Degrees of Satisfaction

A snapshot of the well-being of college graduates at work, by major, in various aspects of their lives and in relation to their school debt





Source: Gallup-Purdue Index Internet survey of 29,560 adults with a bachelor's degree or higher, and 1,557 adults with an associate's degree, conducted Feb. 4-March 7; margin of error for bachelor's degree or higher: 0.9-1.0 percentage points

The Wall Street Journal

Purpose Well-Being: Liking what you do each day and being motivated to achieve your goals

Social Well-Being: Having strong and supportive relationships and love in your life

Financial Well-Being: Effectively managing your economic life to reduce stress and increase security

Community Well-Being: The sense of engagement you have with the areas where you live, liking where you live, and feeling safe and having pride in your community

Physical Well-Being: Having good health and enough energy to get things done on a daily basis

The odds of being engaged at work are:

2.6x Higher if ... [College] prepared me well for life outside of college.

2.4x Higher if ... [College] passionate about the long-term success of its students.

- Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.
- 1.9x Higher if ... My professors at [College] cared about me as a person.

- 2.0x Higher if ... I had at least one professor at [College] who made me excited about learning.
- 2.3_{x} Higher if ... graduates experience all three

- Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.
- 1.8x Higher if ... I worked on a project that took a semester or more to complete.

- Higher if ... I was extremely active in extracurricular activities and organizations while attending [College].
- $2.4_{
 m X}$ Higher if ... graduates experience all three

The odds of thriving in all areas of well-being are:

- 4.6x Higher if ... Engaged at work
- 2.5x Higher if ... [College] prepared me well for life outside of college.
- Higher if ... I had a mentor who encouraged me to pursue my goals and dreams.
- Higher if ... I had at least one professor at [College] who made me excited about learning.

- 2.0x Higher if ... Emotionally attached to school
- 1.9x Higher if ... [College] passionate about the long-term success of its students.
- Higher if ... My professors at [College] cared about me as a person.
- $1.9_{\scriptscriptstyle X}$ Higher if ... graduates experience all three

- Higher if ... I had an internship or job that allowed me to apply what I was learning in the classroom.
- Higher if ... I worked on a project that took a semester or more to complete.

- Higher if ... I was extremely active in extracurricular activities and organizations while attending [College].
- $1.3_{
 m X}$ Higher if ... graduates experience all three

Identify Funding Needs and Resources

Promising Practices

* Agency Asset Map

Opportunities

- * Statewide Asset Map that includes philanthropic investments, regional community investments, etc.
- * How does funding/shared resources work specifically as it relates to assessment, instruction, advising, counseling.

Measure System Change and Performance

Promising Practices

* Evolution of INK

Opportunities

- Determining process indicators and key metrics for pathways development at state and local level
- * Alliance for Quality Career Pathways offers rubric
- * Examples of state report cards on pathways



VIRGINIA'S WORKFORCE SYSTEM REPORT CARD

STEM-H Pipeline

GOAL: Increase the number of students with science, technology, engineering, moth, and healthcare skills.

STEM-H enrollments	+	
STEM-H credentials and degrees	*	
STEM-H dual enrollment credits	*	
STEM-H Advanced Placement exam	+	

Secondary Educational Attainment

GOAL: Enable all students, including at-risk students, to complete high school and prepare for college.

High school graduation	•
Advanced studies diplomas	*
Adult secondary credentials	

Postsecondary Educational Attainment

GCAL: Increase the number of students entering college and earning degrees, certifications, licenses, and apprenticeships.

Postsecondary enrolliments	-
Postsecondary credentials and degrees	*

Career & College Readiness

GOAL: Increase student readiness for both postsecondary education and the workplace.

Miller Street and Compatibilities of Children Property and Alexanders and Alexand

montpute resolves solis Creserous	
Career Readiness Certificates	*
Certificates and degrees before high school graduation	*
Dual enrollment credits	*
Advanced Placement exams	*
Algebra II	•

Employment & Business Development

GOAL: Reduce unemployment and increase both employment and income.

Labor force participation	+
Wages	-
Unemployment rate	*
Weeks on unemployment	-
Employment	*
Establishments	

Emerging Workforce in Manufacturing

GOAL: Increase credentials and enrollments in manufacturing-related programs; improve the reach of manufacturing instruction and averall employment.



Performance Trend

Improving
Maincaining
Worsening
Trend data
not yet available

In development

Public Relations and Ongoing Communication

Promising Practices

* Leveraging Works Councils and their CTE Awareness grants, where appropriate.

Opportunities

 Determining our target audiences and developing toolkits and materials for each audience

Colorado Career Cluster Model



Management and Administration

- Administrative Services
- Business Information. Technology
- Corporate/General Management
- Human Resource Management
- Operations Management

Marketing

- Marketing Communications Planning
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales/ Sales Management

Finance

- Accounting
- Banking Services
- Corporate Finance
- Insurance
- Securities & investments.

Government & Public

Administration

- . Foreign Service
- Governance
- Legal Services.

- . Public Management &
- Administration
- + Regulation
- Revenue & Taxation

Business, Marketing & Public Administration

PWR Standards

Hospitality, Human Services & Education

PLAN OF STUDY

Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food & Beverage Services
- . Travel & Tourism

Human Services

- Consumer Services
- Counseling & Mental Health Services
- . Early Childhood Development
- . Family & Community Services
- Personal Care Services

Education & Training

- Administration and Administrative Support
- Professional Support Services
- . Teaching and Training

Agriculture, Food & Natural Resources

- Animal Science*
- Agribusiness Systems
- Food Products & Processing Systems*
- Natural Resource & Environmental Systems*
- Plant Science*
- · Power, Structural & Technical Systems*

Energy

- Electromechanical Generation & Maintenance*
- Electrical Energy Transmission & Distribution*
- Energy Efficiency & Environmental Technology*
- Fossil Energy Extraction, Processing & Distribution*
- Renewable Energy Production*
- * STEM affiliated pathway

Agriculture, Natural Resources & Energy

Postsecondary & Workforce Readiness Foundation Incidency & skills for all career puthways include:

- * Academic Content Enowledge * Civic Responsibility * Collaboration . Communication . Creativity & Innovation
- Critical Thinking/Problem Solving * Find/Use Information Technology
- Global & Cultural Awareness + Personal Responsibility + Work Ethio

Specialized ETE Authority include Abstractive Cooperative Education (ACE), FACS CORE & World of Work

Health Science, Criminal Justice & **Public Safety**

Health Science

- Biotechnology Research & Development*
- Diagnostic Services*
- Health informatics
- Supportive services
- Therapeutic Services*

Law, Public Safety, Corrections & Security

- Correction Services
- Emergency & Fire Management Services*
- Law Enforcement Service
- Security & Protective Services
- * STEM offiliated pathway

STEM (Science, Technology, Engineering & Math): See also STEM additioned postways noted by "

- · Research, Exploration & Innovation
- . Design, Development & Application

Arts, A/V Technology and Communication

- Audio/Video Technology & Film
- . Journalism & Broadcasting
- Performing Arts
- . Printing/Publishing
- . Visual & Design Arts

Information Technology

- Information Support and Services
- Interactive Media
- Network Systems & Telecommunications*
- . Programming & Software Engineering*

STEM, Arts, Design & Information Technology

INDUSTRY

Skilled Trades & Technical Sciences

Architecture & Construction

- Construction
- Design & Pre-construction*
- Maintenance & Operations Health, Safety &

Manufacturing

- . Health Safety & Environmental Assurance
- Manufacturing Production
- Repair
- Production/Process Technology*
- Quality Assurance.

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Environmental Management
- Logistics, Planning & Management Services
- Planning, Management & Logistics & Inventory Control Regulation
 - . Sales & Service
- * Maintenance, Installation & * Transportation Operations Transportation/Systems
 - Infrastructure
 - Warehousing & Distribution Center Operations

* STEM affiliated pothway

HEALTH CARE CAREER OVERVIEW:

Patient Care Jobs

Rhode Island jobs and careers within the health care industry require different education, experience, and training. The industry has careers in the following three areas:

- 1) Patient care
- 2) Technical
- 3) Administrative

Click on any of the jobs listed to learn more.

For licensing requirements, visit the Department of Health's website at www.health.ri.gov/licensing

Education Level Work Experience

Jobs requiring a master's, PhD, or professional degree are also available. Please check with your career coach for more information.

Moderate-Term Training

Nurse Manager

Internship/Residency

Registered Dietician and Nutritionist

- Bachelor's Degree
 - Activities Director/ Recreational Therapist
 - Health Educator
- Registered Nurse (BSN) Medical and Health Services Manager
 - Mental Health and Substance Abuse Social Worker
- Recreation Worker
- Rehabilitation/Vocational Specialist
- Substance Abuse and Behavioral Disorder Counselor

- Associate's Degree
 - + Certification

- Certified Dental Hygienist
- Occupational Therapy Assistant
- Physical Therapist Assistant
 Respiratory Therapist
- Radiation Therapist

Associate's Degree

Post-Secondary Non-Degree Award

- Certified Nursing Assistant
- Dental Assistant
- Residential Case Manager Registered Nurse (ADN)
- Licensed Practical Nurse
- Licensed Chemical Dependency Professional
- Massage Therapist Medical Transcriptionist

Long-Term Training

Advanced Chemical Dependency Professional

Moderate-Term Training

 Medical Assistant Physical Therapist Aide

Short-Term Training

- Community Health Worker
- Patient Care Attendant/Orderly Laboratory Animal Caretaker Psychiatric Aide
- Occupational Therapy Aide
- Social and Human Services Assistant
- Central Transport Aide Direct Support Provider

WORKFORCE ON-RAMPS

< High School

High School

Diploma

Food Server

Short-Term Training

Home Health Aide

Personal Care Aide

Grant funded by the U.S. Department of Labor's Workforce Innovation Fund Nov. 14, 2013

Building Interagency Partnerships

Promising Practices

- Career Council's Strategic Plan
- * Career Council/Works Councils Structure
- * Moving Pathways Forward Project

Opportunities

* Collaborating with key agencies and partners to design shared strategies and policies around the development of sector-based career pathway systems.

Next Steps

- * Where should the pathways taskforce focus as it relates to career pathways system development?
 - * Shared vision/strategy development and communication?
 - * Metrics development in collaboration with INK contributors?
 - Developing materials on certain pathways to make options more transparent?

Questions

Marie Mackintosh
Director of Works Councils
Director of Adult Education
mmackintosh@dwd.in.gov